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ABSTRACT

For three years, beginning in September 1972, the Stamford Public Schools and Bank Street College have implemented the Bank Street Approach to Follow Through education in the Ryle school. During the 1974-75 school year, the Stamford Public Schools contracted with the Educational Resources and Development Center to perform an evaluation of the project. The basic questions for evaluation were: What effect has the Bank Street program had on the achievement levels of Ryle students? What are the attitudes of Ryle students toward school? What is their level of self-concept? What kind of classroom interaction occurs in the Ryle school? What are the attitudes of teachers toward the program? It was found that the implementation of the Bank Street Approach at Ryle School has been beneficial. There is evidence that students are achieving a year's academic growth in a year. The attitudes of all groups referent to Ryle School are very positive. Teachers and parents express very favorable attitudes toward the program and its continuation. Student self-concept and positive attitudes toward school are at least as high as a Connecticut state-wide sample. (Author/JM)

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A STUDY OF
THE BANK STREET APPROACH
AT
THE JOHN J. RYLE SCHOOL
STAMFORD, CONNECTICUT

Educational Resources and Development Center
A Service of
The School of Education

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The University of Connecticut
Storrs, Connecticut
June, 1975

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CHAPTER I

INTRODUCTION

In recent years there has been a considerable amount of thought and criticism directed at the process of education in America's inner city. These discussions have been generated from all segments of American society. There has, however, been agreement on some concepts. For example, it is commonly agreed that inner city children bring to school a unique set of skills and deficits. The difficulty for professional educators has been the development of school programs which make adequate provision for these deficits and skills.

For three years, beginning in September of 1972, the Stamford Public Schools and Bank Street College have implemented the Bank Street Approach to Follow Through education in the Ryle School.

For the first two years of the project, an assessment of the project was conducted by staff members of Bank Street College. During the 1974-75 school year, the Stamford Public Schools contracted with the Educational Resources and Development Center (ERDC) at the University of Connecticut to perform an evaluation of the project over the three years of the project.

The purpose of this evaluation is to provide information to the Stamford Board of Education that will be helpful to them in making decisions as to the future of the Bank Street Program in Stamford. It should be recognized that this is but one of a number of inputs to the Board of Education regarding the program, and that it will be necessary for them to consider a number of factors in deciding at what level the program is to be continued.

Members of the ERDC team met with professional staff of the Stamford Public Schools and Bank Street College to determine what areas were appropriate for inclusion in the study. It was decided that the study would include the following broad areas:

1) analysis of student achievement and attitudes
2) analysis of teacher's skills and attitudes
3) analysis of parent and community attitudes about the Ryle School

These items were subsequently incorporated into an agreement that called for the submission of this report by June 30, 1975.

CHAPTER II

BANK STREET APPROACH TO FOLLOW THROUGH

Basic Philosophical Tenets*

The term "individualization of instruction" has come to have as many definitions as there are definers. The Bank Street Approach states that each child has an individual learning style and the curriculum must be geared to this style. The Bank Street Approach believes that the goal of individualization must be coupled with other ends. The Bank Street Approach (BSA) insists that the putative goal of public education is the training of children for effective participation in a democratic society. Another basic tenet is that each child shall be in the process of becoming an active, searching, learning person. Further, the BSA couples these stated tenets with the belief that education ought to sponsor the values of humaneness, social sensitivity, knowledge and responsibility.

The basic goal of BSA, therefore, is that every school become a "total learning environment." This is not taken to mean complete integration of school influences on children and other non-school influences. Rather, that all facets of the school program (i.e.school climate, organization, management, and instruction) will influence the attainment of the above goals.

*This section has been gleaned substantially from Bank Street materials.

Objectives for the Achievement of a Total Learning Environment

1) To provide frequent opportunity for experiences which are appropriate to each child - - in terms of his out-of-school life, his special interests, his stage of development, and his apparent potential.

2) To develop an open-ended but carefully organized curriculum which integrates intellectual, emotional, and aesthetic experiences.

3) To achieve an adult-child interaction which both reinforces and extends each child's thinking and understanding.

4) To encourage peer socialization and child-to-child communication in the learning process.

5) To provide mutually planned, ongoing experiences, which make it possible for all the adult personnel dealing directly or indirectly with the children to strengthen old and learn new competencies.

6) To achieve the comprehensive support within the school system and the larger community which is essential if goals and objectives are to be attained.

Strategies for Realizing Objectives

1) To provide frequent opportunity for experiences which are appropriate to each child by means of the following:

-- Analysis of each child's individual goals, learning style, and developmental needs.

-- Organization of tasks that are satisfying in terms of the child's own goals, feasible in terms of his learning style, and helpful in terms of developing his mastery of basic skills and high level competencies in an appropriate sequence.

-- Development of central themes of study which start by being relevant to the child's own world but constantly deepen and enlarge that world through new information and experience.

-- Providing a context for learning within which each child's ideas can be continually probed, tested, and accomodated to new ideas and experiences.

2) To develop an open-ended but carefully organized curriculum by means of the following:

-- The use of many motor and sensory experiences followed by symbolization.

-- Independent investigation by children of what things are, how they work, and how they relate to one another.

-- Rich, varied, and stimulating options for learning experiences among which children may move and talk freely, participate in planning activities, and learn to organize and record the information they have discovered.

-- Integration of various subject areas within a unified conceptual framework so that basic skills are learned functionally and in context rather than as isolated fragments of knowledge.

-- Language experience which pervades not only the entire curriculum but also the total environment.

-- The teaching of reading as a necessary tool and an enjoyable experience.

-- Opportunity for aesthetic experiences which enrich the child's vision of the world.

3) To achieve an adult-child interaction which both reinforces and extends each child's thinking and understanding by means of the following:

-- Consistent respect in both words and actions for each child and his communications, expressed in large measure by attentive listening and receptivity to his ideas.

-- Recognition of each child's efforts so as to facilitate the development of a positive self-image, both as a learner and as a person.

-- Eliciting and extending each child's ideas and planning with him appropriate next steps in the learning process.

4) To encourage peer socialization and child-to-child communication in the learning process, by means of the following:

-- Continuing emphasis upon understanding and enactment by children of the fundamentals of social interaction.

-- Creating an atmosphere in which there is respect for people as well as time, space, and materials so that children are encouraged to exchange ideas and interact with other children in a spirit of cooperation.

5) To provide mutually planned, ongoing experiences which make it possible for all the adult personnel dealing directly or indirectly with the children to strengthen old and learn new competencies, by means of the following:

-- Mutual goal setting, planning, and implementation among members of the teaching team, supportive staff, and the administrators.

-- Team training for professionals and paraprofessionals as well as individualized training to deal with divergent needs.

-- Parents' understanding of the program and ways in which the home and school can be mutually supportive.

-- Parents' appropriate involvement in some aspects of the program and the school as a community.

6) To achieve the comprehensive support within the school system and the larger community which is essential if goals and objectives are to be attained, by means of the following:

-- The Board of Education's and the superintendent's understanding and approval of the program.

-- The superintendent's and each principal's making the organizational changes necessary for continuing support of the program.

-- The providing of appropriate information about the program to interested community and professional groups and the encouraging of their involvement in appropriate ways.

CHAPTER III

BANK STREET APPROACH AT RYLE SCHOOL

School Setting

The Ryle school is located south of the Connecticut Turnpike. Its district is bordered to the south and east by Long Island Sound. Its western border is the Greenwich town line. The northern border is Selleck Street, Irving Lane, and Hatch Lane. The neighborhood has traditionally been the home of Stamford's ethnic European populations. Substantial numbers of black and Puerto Rican families are now residents of the area. In addition, a small number of affluent families are included in the district. (These parents have traditionally sent their children to non-public schools). The principal believes that based on pre-registration for the 1975-76 school year, these affluent residents are beginning to send their children to Ryle.

Student Characteristics

Ryle has a student population of about two-hundred and forty in grades Pre-K to four. (This study did not assess the bi-lingual program at Ryle). As expected from the brief neighborhood description above, this student body presents a mixture of race, ethnic group, and socioeconomic status. The majority of the pupils are black (61%) or of Spanish background (12%). Approximately twenty-five percent of the students reside outside of the Ryle attendance area. There has been substantial, voluntary, integration at Ryle from 1972 to the present. In grades K-2

(the grades in which there was open enrollment) the percent of non-minority group students tripled since 1972. Because of this, the percent of non-minority in the total school population doubled. The percent of black children has decreased from 74% to 61% in the three years. The Ryle administration projects that as open enrollment extends into upper grades the percent of non-minority group students will reach approximately thirty-five percent.

Staff

There are eleven classrooms at Ryle which are completely involved in the Bank Street program. Each classroom has a full time certified teacher and a full time teaching assistant. Seven of the eleven teachers have been in the Bank Street-Ryle program since its inception. Eight had at least one year's experience at Ryle prior to Bank Street.

Teachers for the most part were educated at area colleges and have spent their entire professional careers in the Stamford Public Schools. The teachers who had been with Bank Street since the beginning volunteered to be a part of the program. Other teachers were given an opportunity to transfer to other schools. None of the teachers presently live in the Ryle School attendance area.

The principal has been at Ryle as principal for six years. He has previously been a member of the teaching staff. He is a native of the Ryle neighborhood. The staff at Ryle also includes a full time staff developer who is a

former kindergarten teacher at Ryle. Her duties include working with Ryle staff on problems of curriculum and classroom management.

Facilities

From the outside, the Ryle school appears similar to many inner city schools of its age (circa 1899). There is a newer wing, built in 1959, which houses the administrative offices, the gymnasium, an auditorium, and the media center. The classrooms are primarily self-contained. However, they bear little, if any, similarity to traditional self-contained classrooms. The classrooms are organized according to areas of interest such as cooking or drama, in addition to the more traditional school areas such as computation and reading. It has been a continuuing concern of the staff that the building be made as comfortable and pleasant as possible.

In-service Training

The in-service training program at Ryle has been characterized by (1) mutual goal setting where appropriate by the Bank Street staff and the teaching staff at Ryle and (2) an increasing dependence on the strengths of the Ryle staff.

The goal of in-service in 1972-73, the first program year, was helping teachers organize and understand the totality of the Bank Street Approach. The first year training was highly organized by the Bank Street personnel. It began

with a four day summer workshop to introduce staff to the BSA.

This workshop also introduced to the Ryle staff the Stern math programs. Although the main emphasis of the first year was total program development, all workshops had a theme of either child development or reading. The second year saw a continued emphasis on child development with one lecturer presenting thirteen sessions on child development and others presenting workshops on Spache diagnostic reading. The emphasis for the current year (1974-75) is to have Ryle staff assume more responsibility for their own training. The Bank Street staff has attempted to balance the need for "expert input" with their desire to phase themselves out of the program.

Budget

The budget for implementation of the Bank Street program at Ryle was:

1972-73	$119,720.00
1973-74	$ 99,999.00
1974-75	$ 80,000.00

The items covered by this budget included the following areas: general project leadership, a fee for services by leadership of Bank Street; a reading coordinator; project administration at Bank Street; an on-site project coordinator-trainee (4 days a week); an assistant trainer; a half-time program analyst and various resource and consultant personnel who conducted

workshops for Ryle teachers. This also included various costs for testing, parent training, secretarial and travel fees. No salaries for Stamford teachers, teacher assistants, instructional or building materials are covered by this budget. These are all directly borne by the regular board of education budget.

The cost breakdown of the Bank Street Program 1972-75 is presented in the table 3-1.

TABLE 3-1

	Salaries and Benefits	Travel	Other Costs	Indirect Costs	Total
1972-73	$75,575	3,540	12,352	28,253	$119,720.00
1973-74	64,194	4,804	5,501	25,500	99,999.00
1974-75	49,310	4,500	4,400	21,790	80,000.00 *

* The decreased level of funding does not indicate any major contractual changes: the decreased level reflects only changes in amounts of time spent at Ryle by Bank Street personnel.

CHAPTER IV
EVALUATION METHODOLOGY

Introduction

As described in Chapter II, the basic questions for evaluation of the Bank Street Approach at Ryle were as follows:

1) What effect has the Bank Street program had on the achievement levels of Ryle students?

2) What are the attitudes of Ryle students toward school?

3) What is their level of self-concept?

4) What kind of classroom interaction occurs in the Ryle school?

5) What are the attitudes of teachers toward the program?

Student Data

Student achievement: The ERDC staff analyzed the scores on standard achievement tests as administered by past evaluation components of Bank Street and the regular testing program of the Stamford Public Schools. These data were measured against achievement levels at Ryle in years previous to the Bank Street project.

Student Attitudes Toward School: In order to assess the attitudes of Ryle students about school, the School Sentiment Index (SSI) was administered to a randomly selected sample of Ryle students stratified by grade 1-4. The School Sentiment Index developed by the Instructional Objectives

Exchange, is a group administered instrument in which students respond by marking yes or no on a color coded sheet while the administrator reads the questions. The manual for its administration reports test-retest reliability coefficients of .80 and .72.

Student Self-Concept: The Self-Appraisal Index was administered to determine the level of Ryle student's self-concept. This also was developed by the Instructional Objectives Exchange. The reported test-retest reliability coefficients are .89 and .76. This instrument is administered in the same manner as the SSI.

Classroom Interaction Analysis

As part of its evaluation components, Bank Street College administered an assessment of classroom interaction analysis in 1972-73 and in 1973-74. The instruments used were the Analysis of Communication in Education (ACE)(72-73) and the Behavior Rating and Analysis of Communication in Education (BRACE). Both instruments were developed and validated by the staff at Bank Street. In addition to summing these past administrations the ERDC administered the Flanders Interaction Analysis Scale to all Bank Street classrooms.

Teacher Attitudes

In order to determine teacher attitudes about the program at the Ryle school, all teachers and teaching assistants in

the program were interviewed by ERDC staff. These interviews were open ended. As a result of these interviews, and of our analysis of written objectives of the Bank Street Approach, the ERDC staff developed a questionnaire which was completed by all teachers.

Parent Attitudes

Parental involvement is a basic tenet of the Bank Street Approach. In the past, numbers of parents have been interviewed about their feelings toward the program operating at Ryle. The ERDC staff analyzed this existing information. In addition, the staff developed a questionnaire similar to past questionnaires, which elicited parental attitudes about the program.

Summary

The ERDC staff attempted to develop an evaluation methodology which would 1) answer the questions posed for this study and 2) develop a "picture" of the Ryle school which would have utility for future assessment and planning at the school. Because the Ryle school presents a profile which is unique, it was specifically decided not to make major comparisons between Ryle and other elementary schools in Stamford. It was, however, deemed worthwhile to compare Ryle achievement levels with the levels achieved in Stamford.

CHAPTER V

PRESENTATION OF FINDINGS

Student Data

Achievement

Introduction: This section considers the question: What effect has the Bank Street Approach had on the academic achievement of Ryle School students?

In looking at this broad issue, the following specific questions will be considered:

- What was the level of academic achievement at Ryle School prior to the Bank Street Approach?
- What are the results of the Bank Street College's test administrations?
- What are the results of the Stamford Public Schools' test administrations?
- How do the above three sets of data compare?
- Are there specific academic areas in which Ryle students are performing well or poorly?
- With respect to academic achievement, what are the problems and or concerns in judging the effectiveness of the Bank Street Approach at Ryle?

A corollary of the basic question and a major tool of analysis, is the question:

- Has the Bank Street Approach provided for normal (expected) academic growth of Ryle students?

Normal or expected academic growth is considered to be a month gain grade equivalent score for every month in school.*

Two further cautions need to be mentioned: (1) Throughout this section, grade equivalent scores have been used to analyze the data, because most of the available test results are presently in that form. There are some methodological and statistical constraints in the use of grade equivalents, especially when trying to assess a program's effectiveness. (2) For this report, standardized achievement test scores are used as the sole criterion of academic achievement. The Bank Street curriculum provides academic growth through experiential learning, such as cooking, construction, environmental studies, etc.. With this non-traditional approach, traditional and direct measures of academic ability (standardized tests) may not be adequate to assess student knowledge, skills and growth.

The above are offered only as qualifications and not disclaimers of the analyses and conclusions which follow.

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* Please note that the national norm of gaining 1.0 per year (0.1 per month) in grade equivalent score is based on a population which scores at the fiftieth (50th) percentile on that test. Urban students, Blacks, and students scoring below the 50th percentile (all three of which typify Ryle students), are not expected to show the 1.0 per year gain. Researchers (Coleman 1972, Wrightstone et.al.), cite a normal gain for this group as being closer to .7 or .8 per year. This qualification should be kept in mind as the data are reviewed.

Two sets of test scores are available for analysis. (1) Bank Street College's test administrations and (2) Stamford Public Schools' test administrations.

Bank Street College conducted a testing of Ryle students in both 1972-73 and 1973-74. In 1972-73, the Metropolitan Achievement Tests (MAT), 1970 edition, was twice given to all students in Grades 1, 2 and 3, in 1973-74, the MAT was administered to all students in Grades 1, 2, 3, and 4. This time the examination was given in October and again in June.

The Stamford Public Schools has conducted very limited testing of primary students over the last two years. In 1972-73, only Grade 3 students were given the IOWA Test of Basic Skills. In 1973-74 all students in Grades 3 and 4 were given the IOWA Test. Both years, the test was administered once, in late May. Prior to 1972-73, the Stamford Public Schools tested all primary grades with the MAT, 1958 edition. This policy ended with the 1971-72 school year.

Due to the unavailability of data for 1974-75 this report deals only with two school years, 1972-73 and 1973-74. It is understood that a) no testing is being conducted this year (1974-75) by Bank Street College

and b) the Stamford schools' 1975 IOWA test results will not be available until late June.

Achievement of Ryle Students Prior to the Bank Street Approach: From materials provided by the Stamford Public Schools Psychological Bureau, a brief qualitative analysis was made of Ryle School test scores for the years 1970 and 1971, in the areas of reading and mathematics.

In most test areas, Ryle students in Grades 1 and 2 scored only slightly below grade level. However, from Grade 3 on, Ryle students do not keep pace with the grade level expectations. In Grades 3 and 4 they begin to drop approximately six months to one year behind the expected grade equivalent.

It also appears that Ryle students had regularly scored below the Stamford citywide median scores. In reviewing the differences between Ryle student scores and the citywide medians some generalizations can be drawn:

1. The average gap for Grades 2, 3, and 4 can be estimated as between eight and ten months. During these years, and on these tests, Stamford median results were a few months above the expected median results for these grade levels.
2. The gap, in each tested area, increases as a student progresses from the first through the sixth grade. This increasing gap may be an artifact of the use

of grade equivalents. The percentile ranking of Ryle students may remain relatively the same.

3. The gaps in mathematics scores have been slightly less than those in reading.

In short, Ryle students, prior to the Bank Street Approach, scored approximately one school year behind Stamford and national norms. This fact should be kept in mind as the 1972-1974 test data are reviewed.

Bank Street College Test Administration Results: What follows is a summary of data reported by Bank Street College in their annual reports - Analysis of Metropolitan Achievement Tests.

In most cases all test scales and subscales are reported in the Bank Street analyses. For this report, total reading and total math will generally be the scores presented.

Tables 5-1 through 5-4 present the school year and full year gains of Ryle students, during the first and second year of the Bank Street curriculum.

Table 5-1 represents those students who were in the Bank Street Program for the entire 1972-73 school year. The Grade 3 scores show a normal gain (+.7) in reading and twice the norm in mathematics (+1.4). Grade 2 scores show slightly less than expected growth on both scales. The Grade 1 results are both less than the normal gain. The

problems of setting norms for and testing disadvantaged first grade students may be a partial explanation for these results.

In all cases, the Ryle student began and finished the year considerably below grade level. This is to be expected since the Ryle School does not focus on the "average" student in light of national or Stamford criteria, but rather on a disadvantaged group of students who would not be expected to perform at grade level. At each tested level, mathematics gains were greater than those in reading.

TABLE 5-1

SCHOOL YEAR GAINS 1972-73

RYLE SCHOOL
Grades 1-3

Mean Grade Equivalent Scores on MAT*

	FALL '72	SPRING '73	SCHOOL YEAR GAIN
GRADE 3			
N=38			
Norm	3.0	3.7	+ .7
Total Reading	2.1	2.8	+ .7
Total Math	2.0	3.4	+1.4
GRADE 2			
N=39			
Norm	2.0	2.7	+ .7
Total Reading	1.6	2.1	+ .5
Total Math	1.4	2.0	+ .6
GRADE 1			
N=39			
Norm	-	1.7	+ -
Total Reading	1.4	1.6	+ .2
Total Math	1.0	1.4	+ .4

*Metropolitan Achievement Test

Table 5-2 presents test results for thirty-one of the third grade students in Table 5-1, for whom MAT results were available for the spring prior to the implementation of Bank Street. The full year gain column is simply the difference between the Spring of '72 and Spring of '73 scores. The difference between the Spring of '72 and Fall of '72 scores represents the effects of the summer. Ryle students show a distinct loss in all areas over the summer. Thus, even though gains of .9, .7, 1.0 and 1.4 were achieved during the 1972-73 school year, they were offset by the "summer loss" phenomenon.

Tables 5-1 and 5-2 reflect the first year of the Bank Street Approach at Ryle and it seems fair to assume that both students and staff had a considerable amount of adjustment to make. In spite of this, Ryle students in Grades 2 and 3 achieved normal gains during the school year. The drastic summer losses exhibited by the group of students in Table 5-2 is a partial explanation for the increasing gap between Ryle students and the national norms.

TABLE 5-2

FULL YEAR GAINS 1972-73

RYLE SCHOOL

CONTINUING CHILDREN-GRADE 2 TO GRADE 3

Mean Grade Equivalent Scores on MAT

	GRADE 2 SPRING '72	GRADE 3 FALL '72	GRADE 3 SPRING '73	FULL YEAR GAIN
N=31				
NORM	2.8	3.0	3.7	+ .9
Word Knowledge	2.4	2.0	2.9	+ .5
Reading	2.3	2.0	2.7	+ .4
Spelling	2.7	2.0	3.0	+ .3
Arithmetic	2.9	2.0	3.4	+ .5

Table 5-3 presents the school year growth for Grades 1 through 4, for the second year of the Bank Street Program. Grade 4 students gained only three-fourths the normal gain in reading. However, these same students almost doubled the expected mathematics gain. Grade 3 students appear to have achieved normal growth on both scales. Grade 2 scores in reading show only half the normal gain while the math gains approach expectations. In Grade 1, on both scales, achievement is about three-fourths the expected gain.

Again, Ryle students enter and finish the school year below grade level. And, again, gains in mathematics were superior to those in reading.

These results and those of the prior year show greater gains in Grades 3 and 4 compared to those in Grades 1 and 2. Both Tables 5-1 and 5-3 depict an increasing gap between Ryle students and the national norm, as a student moves into higher grade levels.

TABLE 5-3

SCHOOL YEAR GAINS 1973-74

RYLE SCHOOL
Grades 1-4

Mean Grade Equivalent Scores on MAT

	FALL '73	SPRING '74	SCHOOL YEAR GAIN
N=30			
GRADE 4			
NORM	4.1	4.9	+ .8
Total Reading	2.9	3.5	+ .6
Total Math	3.1	4.5	+1.4
N=36			
GRADE 3			
NORM	3.1	3.9	+ .8
Total Reading	2.2	2.9	+ .7
Total Math	2.5	3.4	+ .9
N=46			
GRADE 2			
NORM	2.1	2.9	+ .8
Total Reading	1.8	2.2	+ .4
Total Math	1.5	2.2	+ .7
N=38			
GRADE 1			
NORM	-	1.9	-
Total Reading	1.3	1.8	+ .5
Total Math	1.1	1.7	+ .6

Table 5-4 represents those students from Table 5-3 who experienced two years of the Bank Street Approach at Ryle and were tested on all three occasions. Mathematics gains at the third and fourth grade levels are equal to expectations. On the other hand, reading scores at all levels and mathematics in the second grade are closer to 70 percent of the grade equivalent expected increase.

In this analysis of continuing children we find some evidence of summer gain, as well as summer loss. No single explanation or interpretation of this result will suffice. The early Spring '73 testing may very well account for some of the recorded summer gains. Further analyses would certainly indicate that the summer loss problem is still a barrier for Ryle students.

Tables 5-3 and 5-4 reflect the first two complete years. of the Bank Street Approach at Ryle. They generally indicate a near normal to normal academic gain by Ryle students during those years.

TABLE 5-4

FULL YEAR GAINS 1973-74

RYLE SCHOOL

CONTINUING CHILDREN GRADES 1-4

Mean Grade Equivalent Scores on MAT

	SPRING '73*	FALL '73	SPRING '74*	FULL YEAR GAIN
GRADE 3 to 4				
N=27				
NORM	3.7	4.1	4.9	+1.2
Total Reading	2.8	2.9	3.6	+ .8
Total Math	3.4	3.1	4.5	+1.1
GRADE 2 to 3				
N=28				
NORM	2.7	3.1	3.9	+1.2
Total Reading	2.2	2.2	2.9	+ .7
Total Math	2.0	2.5	3.4	+1.4
GRADE 1 to 2				
N=				
NORM	1.7	2.1	2.9	+1.2
Total Reading	1.6	1.9	2.3	+ .7
Total Math	1.7	1.6	2.3	+ .6

* The difference in norms for the Spring scores is due to the April '73 and June '74 administrations.

Table 5-5 compares Ryle students under the Bank Street Approach ('73 and '74) with Ryle students pre-Bank Street ('70, '71 and '72). In interpreting this table three cautions are necessary:

(1) The scores of 1970, 1971, and 1972 have been converted from the 1958 MAT edition to the 1970 MAT edition. These conversions inevitably lose some degree of accuracy.

(2) The administration of the test took place each year at various times in the spring, from April to June.

(3) These five years represent different Ryle populations.

With these cautions in mind, the data does appear to support the contention that Ryle students in the past two years are achieving at approximately the same level that Ryle students did the three years previous. The exception is in Grade 2 arithmetic where the results show approximately a five month differential.

TABLE 5-5

RYLE SCHOOL 1970-1974
Grade 1-3

Mean Grade Equivalent Scores on MAT

	Pre Bank Street			Bank Street Approach	
	Spring '70	Spring '71	Spring '72	Spring '73	Spring '74
GRADE 3					
Reading	2.8	2.7	2.7	2.7	2.8
Arithmetic	3.8	3.5	3.6	3.4	3.4
GRADE 2					
Reading	2.0	2.2	2.3	2.1	2.1
Arithmetic	2.5	2.7	2.7	2.0	2.2
GRADE 1					
Reading	1.7	1.6	-	1.6	1.8
Arithmetic	1.8	2.0	-	1.3	1.7

In summary, the results of the Bank Street College's test administrations point to a normal academic gain for Ryle students during the last two school years. These 1972-74 gains and achievement levels appear very similar to those of the 1969-71 pre-Bank Street Approach era.

Results of Stamford Administration

In this section, those test results reported by the Stamford Public Schools have been analyzed. Please remember that test administration over the last two years has been very limited. The testing of Spring 1973 was restricted to Grade 3. The testing of Spring 1974 included Grades 3 and 4.

Tables 5-6 through 5-9 reflect a comparison of Ryle School mean scores with Stamford means. The reader is cautioned not to compare the grade equivalent scores of the Metropolitan Achievement Tests (MAT) in the last section, with those of the IOWA Test of Basic Skills (ITBS).

The Grade 3 results presented in Table 5-6 are representative of students involved in the Bank Street Approach for one year, the first of the program. The results show Ryle students consistently about 8 months behind the Stamford mean. This is approximately the same gap that was found to exist in previous years. (Refer to Achievement Prior to Bank Street of this section).

TABLE 5-6

RYLE/STAMFORD COMPARISON
GRADE 3 - May, 1973

Mean Grade Equivalent Scores on ITBS

	RYLE	STAMFORD	RYLE/STAMFORD DIFFERENCE
VOCABULARY	2.9	3.7	- .8
Reading Comprehension	2.7	3.7	-1.0
TOTAL LANGUAGE	3.1	4.2	-1.1
Spelling	3.5	4.3	- .8
Punctuation	3.2	4.3	-1.1
Language Usage	2.8	3.9	-1.1
TOTAL WORK STUDY SKILLS	2.9	3.7	- .8
Map Reading	2.8	3.6	- .8
Reading Graphs	3.0	3.7	- .7
Reference Materials	3.0	3.7	- .7
TOTAL MATH	2.9	3.7	- .8
Math Concepts	2.9	3.7	- .8
Math Problems	2.9	3.6	- .7

TABLE 5-7

RYLE/STAMFORD COMPARISON

GRADE 3 - May, 1974

Mean Grade Equivalent Scores on ITBS

	NATIONAL NORM	RYLE	STAMFORD	RYLE/STAMFORD DIFFERENCE
VOCABULARY	3.7	2.6	3.7	-1.1
READING COMPREHENSION	3.8	2.8	3.7	- .9
TOTAL LANGUAGE	3.9	3.2	4.1	- .9
TOTAL WORK STUDY SKILLS	3.7	2.8	3.6	- .8
TOTAL MATH	3.7	2.9	3.5	- .6

The third graders in Table 5-7 have been in the Bank Street Approach for two school years. Again, there is no indication that the gap between Ryle students and the Stamford mean is either increasing or decreasing, with the possible exception of mathematics. A comparison of Table 5-6 and Table 5-7 shows that this Grade 3 group of Ryle students scored at about the same levels as the previous Grade 3.

TABLE 5-8

RYLE/STAMFORD COMPARISON

GRADE 4 - May, 1974

Mean Grade Equivalent Scores on ITBS

	NATIONAL NORM	RYLE	STAMFORD	RYLE/STAMFORD DIFFERENCE
VOCABULARY	4.7	3.3	4.5	-1.2
READING COMPREHENSION	4.8	3.5	4.4	- .9
TOTAL LANGUAGE	4.8	4.1	4.7	- .6
TOTAL WORK STUDY SKILLS	4.7	3.7	4.4	- .7
TOTAL MATH	4.7	3.9	4.3	- .4

Students in Table 5-8 also experienced the first two years of the Bank Street Approach at Ryle. The gap between the Ryle students and the Stamford mean is approximately a school year. Again, mathematics and possibly language could be considered exceptions. However, as previously noted, prior to the Bank Street Approach, the gap in mathematics was traditionally less than those in verbal areas.

TABLE 5-9

RYLE/STAMFORD COMPARISON

1973 TO 1974

Mean Grade Equivalent Differences on ITBS

	RYLE/STAMFORD DIFFERENCE SPRING '73* GRADE 3	RYLE/STAMFORD DIFFERENCE SPRING '74** GRADE 4	INCREASE (-) OR DECREASE (+) OF GAP BETWEEN RYLE AND STAMFORD
VOCABULARY	- .8	-1.2	- .4
READING COMPREHENSION	-1.0	- .9	+ .1
TOTAL LANGUAGE	-1.1	- .6	+ .5
TOTAL WORK STUDY SKILLS	- .8	- .7	+ .1
TOTAL MATH	- .8	- .4	+ .4

* From Table 5-6
** From Table 5-8

Table 5-9 represents those Ryle students who were tested as third graders in 1973 (Table 5-6) and who were again tested as fourth graders in 1974 (Table 5-8). This table compares the gaps between these Ryle students and the Stamford mean for 1973 and 1974.

Only in the test areas of vocabulary does the gap appear to widen. Both the language and mathematics scores show a noticeable closing of the gap between Ryle and Stamford mean scores. This interpretation should be tempered by the consideration of changing school population at Ryle and in Stamford. Admittedly, the change over one year testing period may not have been significant.

The last four tables depict the fact that the historic gap between Ryle students and the Stamford mean has not increased over the last two years. In fact, these third and fourth grades experienced academic growth at least equal to if not slightly better than the Stamford mean gains. However, Ryle students are still scoring behind grade level (the national norm).

As mentioned above, there is only one group of Ryle students for which the Stamford Public Schools have two sets of test results. These can be called the continuing students. They experienced the first and second years of the Bank Street Approach and are presently in Grade 5 - outside of Ryle. There are twenty-nine students who took the ITBS in May, 1973 as well as in May 1974 (their third and fourth grades respectively). Table 5-10 looks at their full year gain on the five basic scales of the ITBS.

TABLE 5-10

FULL YEAR GAINS 1973-1974

RYLE SCHOOL

CONTINUING CHILDREN GRADE 3 TO GRADE 4

Mean Grade Equivalent Scores on ITBS

N=29	SPRING '73 GRADE 3	SPRING '74 GRADE 4	FULL YEAR GAIN
VOCABULARY	2.9	3.4	+ .5
READING COMPREHENSION	2.8	3.6	+ .8
TOTAL LANGUAGE	3.3	4.2	+ .9
TOTAL WORK STUDY SKILLS	3.0	3.7	+ .7
TOTAL MATH	3.0	4.0	+1.0

This analysis shows Ryle students gaining a full year in mathematics and almost a year in language. About three-fourths of a year gain was achieved in reading and work study skills, while only a half year was gained in vocabulary. These results are very similar to those presented in Table 5-4, which represents the same students' scores on the MAT.

In summary, the results of the IOWA Test of Basic Skills over the past two years appear very similar to the findings of the Metropolitan Achievement Tests administered by Bank Street College.

In addition, both these test administrations produced results very similar to Ryle school achievement levels during the pre-Bank Street Approach years.

Conclusion

In response to the opening question: What effect has the Bank Street Approach had on Ryle student's academic growth (as measured by standardized achievement tests).

The data provided and the quantitative analyses performed indicate that: in general, the Bank Street Approach has provided for a level of academic growth that approaches the normal gain. (A one month gain for each month in school)

More specifically:

1. a) The Bank Street Approach has not decreased

the educational gap between Ryle students and Stamford or national norms.

b) The Bank Street Approach has not increased the gap between Ryle students and Stamford or national norms. In fact, there is no indication that the curriculum at Ryle prior to the Bank Street Approach was achieving or could now achieve any better results.

2. a) In certain verbal areas, and in Grades 1 and 2 gains have been less than normal.

b) In the area of mathematics, and in Grades 3 and 4, recorded gains have been at least equal to the norm.

3. a) Ryle students are still experiencing a summer loss of academic skills.

b) During the school year, students at Ryle are generally experiencing one month of academic gain for every month in school.

4. The fact that Ryle is an inner-city school with a majority of students who score below the norm, makes the conclusion about the Bank Street Approach's effectiveness more positive.

Constraints and Concerns

Summer Loss: The problem of summer loss is well known to urban education researchers. Its cause and a solution is not. It is obviously a critical factor in the low

achievement scores of Ryle students. These losses in the early primary grades place Ryle students at a disadvantage for the rest of their education career.

New Program Transition Period: As in any new program the implementation of the Bank Street Approach caused a period of transition and some disruption for both students and staff. The results reported here are for the first two years of the program. Therefore, the data base is extremely limited and somewhat questionable. At this point, it may be inappropriate to make judgements about the impact the Bank Street Approach at Ryle has had on academic achievement. Once a longer period of time has elapsed, stronger data will be available that will allow a more considered judegement regarding academic achievement.

Inadequate Testing: The present testing of students at Ryle may prove to be inadequate in terms of making conclusions about the Bank Street Approach. With the end of Bank Street College's annual pre and post testing, all that remains is the limited administration of the IOWA Test of Basic Skills by the Stamford Public Schools. At present, there is no base-line data on at least two grades of children in the Ryle School. There is a need for annual pre and post testing at all grade levels in the Ryle School.

Measuring Academic Achievement: This report, presented mean grade level scores only. It should be noted that some students are not adequately represented by that mean score. Analyses of individual student's progress should also be considered.

In addition to the use of standardized tests, there should be other analyses of a student's academic achievement. Test scores have often been known to misrepresent a student's true level of achievement. The use of class performance (grades), as well as criterion referenced testing (geared to the same basic skills but in a less traditional approach) would complement the achievement test score and give a much more complete picture of student progress.

Final Analysis: A major concern should be to determine what impact the BSA has on students entering fifth grade and in his/her future schooling. As yet, there is no data on those students who were exposed to the Bank Street Approach and have now left Ryle. Individual students, and the entire Ryle population, should be followed through their educational career, to assess incremenatl academic growth and comparative advantage/disadvantage. Only in this way, can the long term effects of the Bank Street Approach at Ryle be determined.

Student Attitude toward School

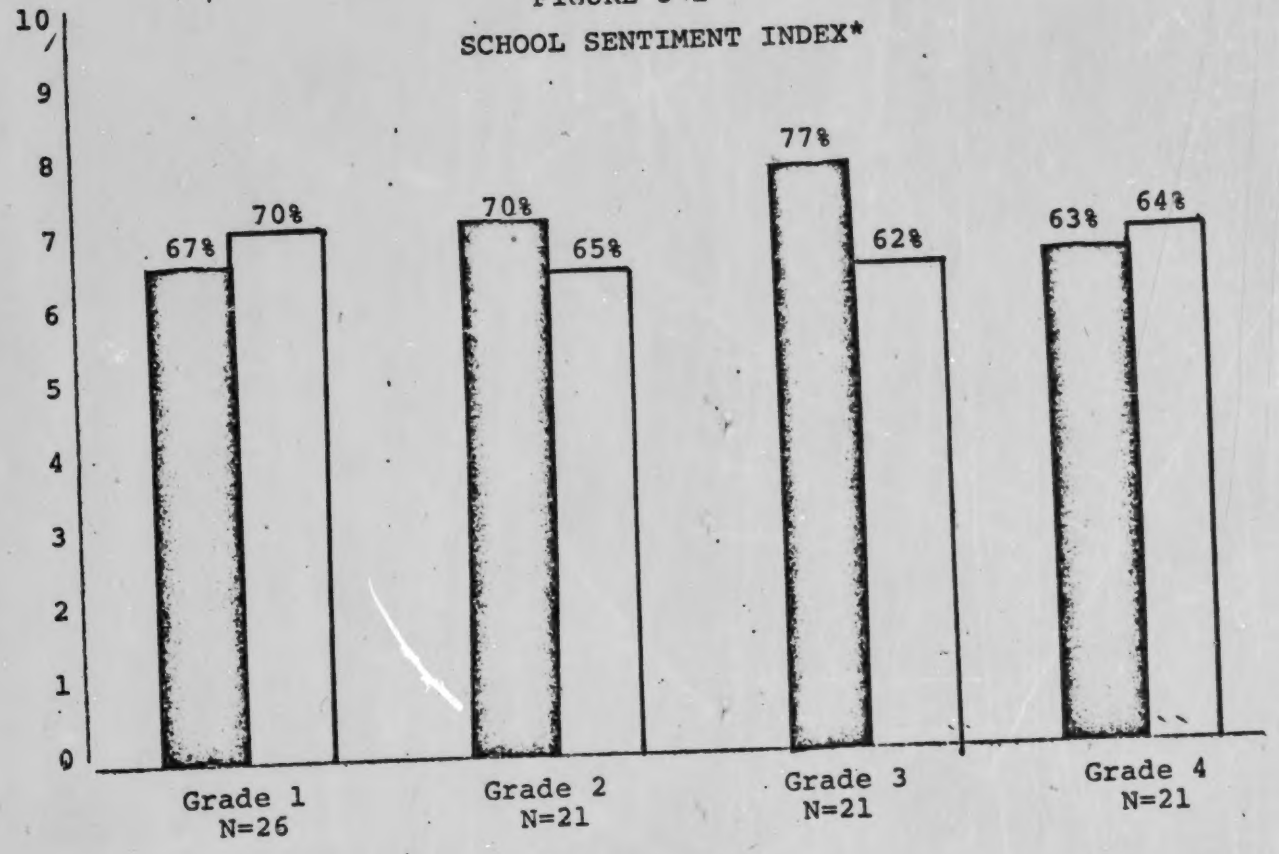
Educators agree that children will become self-directed learners, responsible for their own learning only if they possess healthy, positive attitudes about their schools and themselves. In the past program assessments, there were no direct indicators of school attitudes or self-concept.

In order to assess the attitudes of Ryle children toward school, the School Sentiment Index (SSI) was administered to a randomly selected student sample, stratified from grades 1-4. In October, 1974, the Connecticut State Department of Education evaluated compensatory education programs throughout the state. As part of this project, the SSI was administered to a sample which included students from urban, rural, and suburban areas. The results of both administrations are shown in Figure 5-1.* As this figure indicates, first grade students at Ryle achieved a mean score of 67 percent (raw score was twenty positive items out of thirty); second grade mean was 70 percent (21 of 30); third grade was 77 percent (23 of 30); and the fourth grade mean was 63 percent (19 of 30).

*No differences were found between urban, suburban, and rural groups. Therefore, the Connecticut sample is considered as one group.

FIGURE 5-1

SCHOOL SENTIMENT INDEX*



*Percentages based on number of correct responses out of a possible 30 questions.

KEY
CSDE Ryle

Grade 1 = 20
Grade 2 = 23
Grade 3 = 23
Grade 4 = 19

These scores are rougly equal across grade lines. There are small increases through the third grade where there is a slight decline to fourth grade. It is difficult to define the seriousness of the drop. At any rate, there are several plausible explanations for the change in scores. Fourth graders are becoming more influenced by peers and other influences outside the school. In addition, the fourth graders have participated in the Bank Street program for its duration. Attitudes about school, however, may have been formed during the kindergarten and first grade years in which a different educational philosophy pervaded the school. Also, like many new programs, early implementation of the program may have been uneven.

The responses for the statewide sample for grades 1-4 were respectively; 70 percent, 65 percent, 62 percent, and 64 percent. The only large difference between this statewide sample and the Ryle sample exists at the third grade level where Ryle students present a mean of 77 percent, 15 percent higher than the statewide sample. Also, the Ryle School sample shows small increases in positive attitudes until the fourth grade. The statewide sample shows small decreases through all four grades.

The SSI contains five subscales. These are attitudes toward: 1) teachers, 2) school subjects, 3) school structure, 4) peers, and 5) school in general. The breakdown, by grade, of each subscale is presented in Table 5-11.

An analysis of Table 5-11 reveals that the scores on the subscales as on the total scale itself do not reflect much variation across grade levels. On the attitude toward teacher subscale there is a difference of 1.1 between second and third grades. It is of interest to note that in each subscale, the fourth grade score has been below the third grade score. The State Department Evaluation described above did not present scoring by subsection.

It is, therefore, impossible to establish comparisons on subsection scores between Ryle students and any other comparable samples.

TABLE 5-11

School Sentiment Index Subscales
Mean Scores by Grade

	T*	S	SS&C	P	G
1st Grade N=26	4.3	4.8	3.6	3.5	3.9
2nd Grade N=23	4.2	5.0	3.0	3.8	4.1
3rd Grade N=21	5.3	5.5	4.0	3.3	4.3
4th Grade N=21	4.2	4.6	3.5	3.2	3.5

* T=teacher (a score of 7 is a total positive score on this item)

S=school subjects (a score of 7 is a total positive score on this item)

SS&C = school structure and climate (a score of 5 is a total positive score on this item)

P=peers (a score of 5 is a total positive score on this item)

G= school in general (a score of 6 is a total positive score on this item)

There does not presently exist normative data of the classical norm-referenced type. Value judgements about acceptable levels of learners performance must be made by local educators. It is recommended that a measure of attitude toward school become a major part of the ongoing evaluation process at Ryle.

Student Self-Concept

In order to assess the level of self-concept of Ryle students, the ERDC administered the Self-Appraisal Index (SAI) to a random sample of Ryle students stratified by grade. The results of this administration are presented in Figure 5-2. Like the SSI, there does not presently exist normative data for the SAI. Therefore, local educators must make a value judgement about the level of positive self-assessment achieved by Ryle students. The results for grades 1-4 were: 75 percent, 64 percent, 71 percent, and 69 percent. There is an eleven percent difference between first and second grade.

There are four subscales for the SAI. These scales are: (1) view of self in peer relations, (2) view of self in school situations, (3) view of self in family relations and (4) general perceptions of self. The breakdown by grade of each subscale is presented in Table 5-12. The scores for the peer relations subscale are: 2.8, 3.0, 3.1, and 3.6. The subscale family relation scored 3.6, 2.8, 2.8, and 2.9 across grade lines. (Each subscale has five items). The view of self in school subscale yielded scores of 4.3, 3.9, 4.3, and 3.7. The last subscale, a general perception of self yielded scores of: 3.6, 2.9, 4.0, and 3.6.

TABLE 5-12

Self Appraisal Index (SAI) Subscales **

Mean Scores by Grade

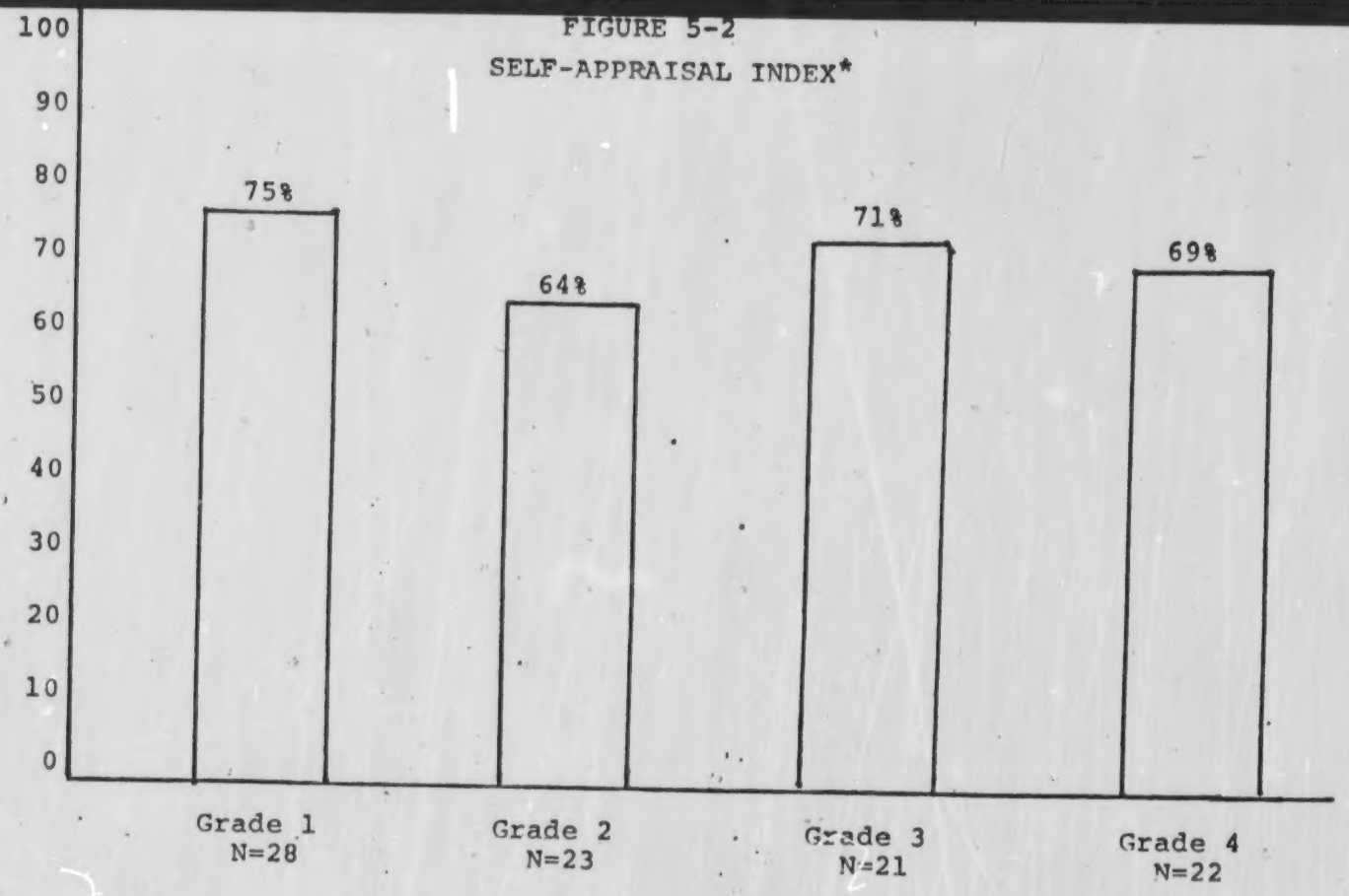
	P*	S	F	G
1st Grade N=26	2.8	4.3	3.6	3.6
2nd Grade N=23	3.0	3.9	2.8	2.9
3rd Grade N=21	3.1	4.3	2.8	4.0
4th Grade N=21	3.6	3.7	2.9	3.6

* P= view of self in peer relations
S= view of self in school situations
F= view of self in family relations
G= general perception of self

** A score of 5 is a completely positive score on each subscale.

FIGURE 5-2

SELF-APPRAISAL INDEX*



* Percentages based on number of correct responses out of a possible 20 questions.

Grade 1 = 15
Grade 2 = 12.75
Grade 3 = 14.2
Grade 4 = 13.76

There does not exist much variation among these various subscales which could not plausibly be explained by sampling or reliability problems. The fourth grade is not consistently lower than the other three grades on these subscales. Indeed, the peer relations subscale shows that these students have a more favorable view of themselves in relation to their peers. The only discernible trend for these subscales is the consistent increase of positive attitudes toward self in peer relations through the grades. In the fourth grade positive attitudes toward self in peer relations are at roughly the same level as positive attitudes toward school. Explanations and conclusions based on this increase are at best tenuous because of the relatively small sample and number of items per subscale. This increase does, nonetheless, reflect what is known about the increasing importance of peer socialization as youngsters get older.

The desirability of peer contact does not explain the increasing positiveness Ryle students possess about themselves in peer relations. It may well be that the patterns of curriculum and classroom management at Ryle have caused their increase.

The relationship of self-concept to school achievement has been firmly established. The measurement of self-concept

is especially important in any programs which are inner-city oriented. The administration of self-assessment indices should be a continuing part of any assessments conducted at Ryle. An important caution is that the data presented in the attitude toward school and the self-concept section are all cross sectional. The development of a longitudinal program of evaluation of affective outcomes is very important to make judgements about educational programs. The data at hand should serve as baseline for such a development.

Classroom Interaction Analysis

Introduction

A basic goal of the Bank Street Approach is to help students become coping individuals, anxious and able to take an active, directive role in their learning. It is essential that the instructional environment reflect the kinds of classroom process that will insure that students are taking responsibility for their learning.

In the history of the Ryle project, there have been three attempts to measure the process of classroom interaction. In 1972-73 the Analysis of Communication in Education (ACE) was administered to students at Ryle in the Spring and Fall. In 1973-74, the Behavior Ratings and Analysis of Communication in Education (BRACE) was administered. In the Spring of 1975, the staff of the ERDC administered to each class in Ryle the well known Flanders Interaction Analysis Scale.

Instruments

ACE was initially designed to assess implementation of the Bank Street Approach. It attempts to analyze patterns of child-adult, child-child, and adult-adult communication which are significant. The ACE at Ryle was used both to evaluate the

overall program and also to provide feedback to staff members. The coding system for ACE covers:

(1) the mode of communication (voluntary expression, e.g.)
(2) the substance of communication (ideas, feelings)
(3) the flow of communication (who speaks to whom)

BRACE is a method (based on the original ACE) which measures essentially who speaks to whom about what and how. It also measures "who does what in what setting".

The Flanders Interaction Analysis system essentially provides quantitative data on the amount of direct and indirect teacher behavior and on the amount and kind of student and teacher interaction. Flanders (1967) reports that test-retest reliability of this instrument is consistently about .85.

Results of Bank Street's Administration

The ACE administration in 1972-73 revealed growth in five of six pairs of contrasting patterns. Only in one area, constructive expression of affective communication was there a slight decline pre-post. The other goal - related areas, 1) adult stimulation of thoughts, and concepts; 2) adult support of child development; 3) affective communication by children; 4) child-child communication stressing thought process rather than simply simple recall of facts; 5) self-initiated communication such as asking, supporting, or correcting all demonstrated increases.

It has been concluded by the Bank Street staff that these data show that the Ryle staff was achieving progress toward the goals of the Bank Street Approach.

As of this time, the results of the BRACE administered in 1973-74 were not available.

In the Spring of 1975, the ERDC staff administered the Flanders Interaction Analysis system at Ryle school.

Results of ERDC Administration

This section summarizes the status of classroom interaction between teachers and students involved in the Bank Street program at the John J. Ryle School in Stamford, Connecticut. The eleven teachers involved were observed twice each on Wednesday, May 28, 1975 and Friday, May 30, 1975 by one of three observers, who observed and recorded classroom interaction for twenty minute periods according to the method outlined by Flanders. All eleven teachers were observed with two teachers being unavailable for the second observation.

The Scales of Interaction Analysis: Four interaction analysis scales were computed for each teacher: (1) T/S, (2) I/D, (3) EDT, (4) EPS.

(1) T/S: Teacher talk/Student talk. The T/S scale is the ratio of teacher talk to total talk of teacher and students.

(2) I/D: Integrative/Dominative or Indirect/Direct. Flanders (1967, p. 109) defines indirect influence as consisting of "soliciting the opinions or ideas of the pupils, applying or enlarging on those opinions or ideas, praising or encouraging the participation of pupils, or clarifying and accepting their feelings." He defines direct influence as consisting of "stating the teacher's own opinions or ideas, directing the pupil's action, criticizing his behavior, or justifying the teacher's authority." Flanders suggests that indirect teacher behavior is socially "integrative" and related to positive student achievement. The I/D scale is the ratio of indirect teacher talk to total teacher talk.

(3) EDT: Extended Direct Teacher Talk. If the teacher is engaged in direct influence behavior for two consecutive periods of three seconds, a tally will result in a cluster on the interaction matrix. This cluster represents extended as opposed to intermittent direct influence behavior on the part of the teacher. The EDT scale is the ratio of extended direct teacher talk to the total talk of teacher and students.

(4) EPS: Extended Productive Student Talk. If students are engaged in productive talk (either responses or initiated talk) for two consecutive periods of three seconds, a tally will result in a cluster on the interaction matrix. This cluster represents extended as opposed to intermittent productive student talk. The EPS scale is the ratio of extended productive student talk to the total talk of teacher and students.

Reliability: Between-observers reliability is computed for each of the four scales. This is achieved by computing the correlation coefficients for the six teachers observed in common by the observers.

(1) T/S: The ratio of teacher talk to total teacher and student talk is essentially uncorrelated between observers for this data. The lack of correlation or reliability for this scale can be expected since (a) it is the most general of the four scales, (b) most teachers hovered around 50% on the T/S scale with a mean of 50.5% and a standard deviation of only 9.3 (6.8 in the reliability sample), and (c) of the four scales, the T/S scale is the most affected by the type of lesson, and no attempt was made to standardize the lessons observed.

(2) I/D: The ratio of indirect teacher talk to total teacher and student talk is more stable between lessons of the same teacher, with between-observers reliability of .68, significant at $p < .10$ for this sample.

(3) EDT: The ratio of extended direct teacher talk to total teacher and student talk is the most stable scale for this sample, with a between-observers reliability of .95 ($p < .01$). This seems both reasonable and in agreement with Flanders' (1967, p. 103) conclusion that the social climate (indirect/direct) a teacher creates in a classroom appears to be fairly stable over time.

(4) EPS: The ratio of extended productive student talk to total teacher and student talk achieved a between-observers reliability of .88 ($p < .01$). Essentially, this scale represents a measure of the effectiveness of the classroom interaction a teacher generates. It is expected that teachers who exhibit more indirect behavior and less direct behavior to be associated with greater extended productive student talk in their classes.

Interpretation of Interaction Analyses: A summary of the interaction data for the eleven teachers observed at the Ryle School is presented in Table 5-13. Scores are given for each teacher on the four scales T/S, I/D, EDT, and EPS. A fifth column represents the amount (in years) of training and experience in the Bank Street Program that the teacher has received. The means and standard deviations for each scale are also presented in Table 5-13.

The results for the T/S scale indicate that the eleven teachers observed at the Ryle School do about 50% of the talking in their classrooms, while the students do the remaining 50% of classroom talk. This compares favorably with studies (Amidon and Giametteo, 1967) which indicate that effective classrooms share the amount of talk rather evenly between teacher and student, while less effective classrooms tend to be dominated by teacher talk.

The eleven teachers tend to use indirect influence type talk rather than direct influence type talk. The mean indirect teacher talk is about 65% as listed on the I/D scale. As might be expected, there is a negative correlation (-.38) between the I/D scale and the T/S scale of Table 5-13. This would indicate that teachers who used indirect type talk tend to elicit greater amounts of talk from their students. These findings are consistent with Flanders' hypothesis regarding the socially integrative effects of indirect teacher talk.

TABLE 5.13

INTERACTION SCALES FOR ELEVEN TEACHERS
AT THE RYLE SCHOOL

	T/S	I/D	EDT	EPS	Training	Teachers
	44	70	4	34	3	1
	52	45	14	4	0	2
	38	81	1	32	3	3
	60	81	4	11	2	4
	46	85	2	17	1	5
	46	70	7	16	3	6
	60	64	9	6	3	7
	47	53	8	11	1	8
	43	84	1	24	1.5	9
	48	40	10	29	3	10
	72	49	16	7	3	11
$\bar{X}$	50.5	65.6	6.9	17.4	2.1	
S	9.3	15.8	4.8	10.3	1.0	

$\bar{X}$= Mean
S= Standard Deviation
T/S= Teacher talk/Student talk
I/D= Integrative/Dominative or Indirect/Direct.
EDT= Extended Direct Teacher Talk
EPS= Extended Productive Student Talk

The eleven teachers tend to use indirect influence type talk rather than direct influence type talk. The mean indirect teacher talk is about 65 percent as listed on the I/D scale. As might be expected, there is a negative correlation (-.38) between the I/D scale and the T/S scale of Table 5-13. This would indicate that teachers who used indirect type talk tend to elicit greater amounts of talk from their students. These findings are consistent with Flanders' hypothesis regarding the socially integrative effects of indirect teacher talk.

Extended direct teacher talk at the Ryle School (6.9% on scale EDT. Table 5-13) is less than half that of average classrooms at comparable grade levels (Furst and Amidon, 1967). This would suggest that less lecturing and less disciplining is going on at the Ryle School than in the average school, and that we should expect, according to Flanders, a greater amount of student-to-student interaction. Indeed, this is the case at the Ryle School. The EDT scale correlates <u>negatively</u> (-.62, $p < .05$) with the EPS scale, indicating a generally positive trend in terms of student productivity when associated with indirect teacher talk.

Although norm data do not exist for the EPS (extended productive student talk) scale, the above data would indicate that the eleven teachers observed effect productive student

talk positively to a greater degree than average schools with average programs. The prerequisites for such positive effects on student productivity (i.e., low directive talk, high indirective talk, low extended directive talk, and the internal consistency of the scales when applied to the eleven teachers) exist at the Ryle School.

Finally, it may be informative to note that the amount of training and experience teachers have in the Bank Street Program is positively correlated (.47, $p < .10$) to the amount of productive student talk. On this basis it may be concluded that the Bank Street Approach at the Ryle School fosters effective classroom interaction patterns as defined by Flanders and others.

Summary and Conclusions

All summary and conclusion statements refer to the eleven teachers observed at the Ryle School.

(1) Classroom talk at the Ryle School is shared about 50-50 between teachers and students.

(2) Teachers at the Ryle School favor indirect influence type talk, using indirect teacher talk about 65 percent of the time they are talking.

(3) The use of indirect teacher talk at the Ryle School tends to foster more student talk.

(4) The amount of extended direct teacher talk at the Ryle School is less than half the average of norm groups.

(5) Extended direct teacher talk at the Ryle School is significantly associated with less productive student talk.

(6) The teachers at the Ryle School elicit greater productive student talk than "average" schools.

(7) The amount of training and experience in the Bank Street Program that a teacher receives is positively and significantly related to productive student talk.

The eleven teachers involved in the Bank Street Program at the Ryle School in Stamford, Connecticut, exhibit consistently more effective patterns of classroom interaction than traditional schools (based on norms, where available). The patterns of interaction at the Ryle School are internally consistent, with a greater use of indirect teacher talk resulting in greater student productive talk and inter-student interaction. Further, the degree of productive student talk seems to be positively affected by the amount of training and experience a teacher has had in the Bank Street Program. Statistically, we can say that training in the Bank Street Program accounts for about 25 percent of the patterns of interaction observed at the Ryle School.

Teacher Role and Attitude

Introduction

In its philosophical and behavioral aspects, the role of the teacher in open education is far different from the role of the teacher in traditional education. Advocates of open education believe that the classroom should not be teacher centered and teacher dominated. The teacher should, instead, act as a facilitator of learning--an innovator, manager, planner, record keeper, and resource person. The teacher in an open setting concentrates on individual or small group instruction rather than on whole class instruction. Furthermore, the teacher should be prepared and willing to accept a high degree of student input in the decision making process.

Opponents of open education raise questions as to whether the effectiveness and status of the teacher will be diminished in the open classroom while some advocates of open education stress that the teacher's role--while greatly altered-actually will be more important. Joseph Featherstone cites John Dewey to support his belief that "in a proper informal setting, adults ought to become more important: '...Basing education upon personal experience may mean more multiplied and more intimate contacts between the mature and the immature than ever existed in the traditional schools, and consequently more rather than less guidance.' " Charles Silberman

another proponent of open education, believes that the role of the teacher in open education has been misunderstood and states that 'Contrary to the view that some hold, and contrary to actual practice in so-called free schools, with which open classrooms are sometimes confused, the teacher plays a more active and creative role in an open classroom than in a traditional room.

In this vein, Baumrind suggests that the teacher in an open classroom should be viewed as "authoritative", in constrast to the "authoritarian" teacher model in the traditional classroom or the "permissive" teacher favored by some advocates of experimental change in education.

Although strong differences exist among educators as to the advisability of introducing open education to American schools, general agreement is found with regard to the considerable difficulties involved in teacher adaptation to such basic changes. Change is seen as being particularly trying for experienced teachers accustomed to teaching in established ways, yet complete teacher acceptance of new types of relationships with students and fellow teachers is held to be a necessary component of open education. Such elemental changes in philosophical outlook and overt behavior requires, according to open education supporters, heavy emphasis on teacher re-education and training.*

* The above is taken directly from: Education Research Service, Summary on Open Education. Washington, D.C.: Educational Research Service, 1974.

Summary of Past Assessments

In 1972-73, teaching staff were given three opportunities to react to the program: on a Teacher Evaluation Form distributed in December, on a Staff Evaluation Form in March and in personal interviews at the end of the year. In December, staff reported that cooking, painting, and teacher made games had been most implemented. In March, all staff members who had been at Ryle during 1971-72 were asked to compare the two years. Of sixteen respondents more than 12 reported that the 72-73 year had seen:

- more opportunities for children to interact with their peers
- greater involvement in learning
- greater interest in coming to school

Half or more indicated several other positive reactions to the program.

The June interviews indicate that teachers believed that the major impact of the program had been that children's attitudes about school had changed dramatically. Four respondents maintained that there was increased rapport and professional interaction among staff. There was relatively little other mention of teacher reactions.

In 1973-74, the final report offers little direct mention of teacher reactions to the program. However, there are several indicators that the staff reaction to the project is increasingly positive. The Bank Street evaluator cites the increasing rapport among staff and between Stamford staff and Bank Street personnel as evidence.

Results of Teacher Interviews

In the spring of 1975, the staff of ERDC interviewed all of the teachers and teaching assistants. The results of the interviews confirmed the statement in the introduction to this section that change was especially trying for experienced teachers. In retrospect all teachers agreed that the initial trauma had certainly carried substantial reward. Every teacher interviewed was positive about the implementation of the Bank Street Approach.

Every respondent replied positively to the question of the continuation of the program. Eight mentioned that the program allowed for more individualized instruction. Also mentioned as strengths of the program were the enhancement of student responsibility and the availability of teaching assistants. Four respondents mentioned the increase of positive student freedom. The negative comment most often cited (5 respondents) was the lack of funds for supplies. With that exception no other negative comments were mentioned by more than two respondents. A complete list of strengths and weaknesses as assessed by teachers is included in Table 5-14.

As mentioned above, every teacher reacted positively to the question of continuation of the program. Teachers were also asked about the level of Bank Street input that they thought was necessary. Four thought that the Bank Street

TABLE 5-14

TEACHER INTERVIEW RESPONSES

STRENGTHS OF PROGRAM	# of respondents who mentioned this
opportunity for creativity	1
close parent relationships	1
opportunity for groupings	1
sharing ideas with other teachers	1
interage approach	1
strong math program	1
enhancement of personal security	1
variety of materials	1
fewer negative aspects (fights, graffiti)	1
academic achievement	1
the principal	2
teacher cohensiveness	2
provision for curricular choices	2
committed staff	2
broad approach interdisciplinary rather than subject matter	3
child's affection for school	3
high child motivation	3
positively directed student freedom	4
enhancement of student responsibility	5
availability of classroom aides	5

TABLE 5-14 (Continued)

WEAKNESSES OF THE PROGRAM	# of respondents who mentioned this
BSA might have been implemented too swiftly	1
there is favoritism	1
some help was not needed	1
program was too bureaucratic	1
some personality problems	1
some BSA ideas do not work	1
lack of parent coordinator	1
lack of achievement	1
lack of auxiliary personnel	1
lack of continuity at upper grades	1
lack of involvement of black parents	1
need for more representation of out of districts	1
mathematics and reading instruction	1
teacher turnover	1
lecture type workshops	1
Bank Street personnel too busy	1
too much material in workshops	2
mixture of high and low ability youngsters	2
discipline	2
lack of curriculum follow-through	2
no aide	2

TABLE 5-14 (Continued)

	# of respondents who mentioned this
WEAKNESSES OF THE PROGRAM	
lack of assessment of emotionally disturbed children	2
lack of structure for some children	3
lack of time	4
shortage of funds for supplies (cooking, e.g.)	5

consultants ought to be kept at the same level. Six thought the program would succeed with reduced input from the Bank Street staff. Only one felt that the teachers could succeed without any Bank Street input at all.

It is difficult to discern whether teachers who felt that the school could now succeed either totally without or with reduced Bank Street input were relating increased confidence in themselves and their colleagues or were responding to the exigencies of a difficult budget year.

In summary, the teachers were all very positive about the overall program and the skills they had obtained. They all believed it to be appropriate for the majority of students at Ryle.

Results of the ERDC Questionnaire

The questionnaire results affirm the positive attitude toward the Bank Street program held by Ryle. The questionnaire with teacher responses is included in the appendix. Certain of the responses will serve to highlight the teacher attitudes.

- Nine respondents disagreed with the statement that "BSA ought not to be continued".
- Eleven agreed that Ryle teachers were able to individualize because of Bank Street.
- Ten agreed the training received from Bank Street had been helpful.
- Seven agreed that Bank Street assistance should continue at its present level.

Teachers at Ryle also present very favorable attitudes toward students:

- Ten teachers agreed that pupil-pupil interaction has increased.
- Eleven agreed that student's problem solving skills had increased (item 40).
- Seven agreed that student competencies in analysis and synthesis of fact had been promoted.

The attitudes of teachers toward school-parent and school-community relations are also very positive:

- All twelve respondents agree that there is substantial use of community resources by the Ryle School.
- Eleven disagree with the statement "that there is no involvement of community in the school.
- Ten agree that parent-teacher communication is a two-way process with initiation at both ends.

Teachers generally perceive that the implementation of the Bank Street Approach at Ryle has been well administered. In response to questions about administration:

- Eight agreed that the program has been effectively administered.
- Nine agreed that there was meaningful teacher participation in decisionmaking.
- Ten agreed that their contacts with the administration were positive and interactive.

Summary

Both the interview and questionnaire results indicate that teaching staff at Ryle share very positive attitudes about the program. They believe that the goals of the project are being met. Their attitudes toward students, the community, the administration and themselves as professionals are very positive.

Parental Attitudes

Introduction

A basic concern in implementing the Bank Street Program at Ryle School was the development of positive parent attitudes toward the school program (and its impact on their children). Based upon this interest, a series of assessments of parent reaction to the program have been conducted. The first two assessments reported here (1972-73 and 1973-74) were conducted by the Bank Street staff; the third (1974-75) was done by the Educational Resources and Development Center (ERDC). A brief review of the Bank Street findings are summarized below, followed by the results of the ERDC study.

Past Assessments

1972-73: During the spring, 1973, a sample of Ryle families was interviewed to assess their reactions to the school program, their feelings about their children's progress in school, and to determine if there were other ways in which the school could be helpful to them. Approximately half of the families in the school, representing all grade levels, were interviewed; some in English and others in Spanish. Major findings of the study indicate:

1) Ninety-four percent of the respondents had been invited to the school during the year; of that number,

86 percent had visited the school with an average of 2.9 visits as of April.

2) The principle contact for respondents in terms of whom they had talked to about their child was the teacher (86%), followed next by the principal (34%).
3) Most of the parents (91%) felt that the teacher liked them to visit the school; the most frequently cited reason was that the teacher made them feel welcome.
4) Most of the parents (96%) indicated they were glad their child was in Ryle School. The most frequently mentioned reason for this (53% of those responding in this way) was that it was "convenient, no busing."
5) Respondent's perceptions of their children's reactions to school appeared to be highly favorable, with 95 percent indicating that the child wanted to go to school, was interested in school and talked about his school, school friends and teacher. More than half of the favorable responses to these items indicated that interest in school was greater than before.
6) All parents who visited the school thought the visit was helpful; during these visits respondents (56%) talked most frequently about their child.

1973-74: In April and May, 1974, approximately 80 Ryle families were interviewed utilizing the same interviewing guide as the previous year. Interviews were conducted by parents of the school (and by one non-parent volunteer) in English and in Spanish. Major findings of the study indicate:

1) Ninety-five percent of the respondents had been invited to the school during the year; of that number, 83 percent had visited the school, with 59 percent reporting they had visited the school five or more times.
2) Ninety-four percent talked to the teacher about their child, followed next by talking to the principal about their child (40%).
3) Ninety percent felt that the teacher liked them to visit the school; the most frequently mentioned reason for this was that the teacher made them feel welcome.
4) Eighty-seven percent indicated they were glad their child was in Ryle School. The most frequently mentioned reason (38% of those responding in this manner) for being glad was that the child was learning well and likes school.
5) Ninety-five percent indicated that the child wanted to go to school, was interested in school, and talked about school, school friends and teacher;

more than half of the favorable responses to these items indicated that interest was greater than the previous year.

6) The large majority of parents (95%) who visited the school found the visit helpful; during these visits, respondents talked most frequently (64%) about their child.

The most significant difference in the results of the two years was that in 1972-73, when asked why they were glad that their child was a student at Ryle, the most frequently cited reason (53%) was "convenient, no busing." In 1973-74, the most frequently cited reason (38%) was that the child was learning well and liked school.

Results of the ERDC questionnaire, 1974-75

ERDC mailed a parent questionnaire to all Ryle school families in May, 1975. Approximately, one-third of the questionnaires (75) were returned. The complete findings resulting from that survey appear in Appendix
Highlights are listed below:

1. All respondents had between one and four children attending the Ryle School during the past year. Within that group, the large majority of parents (approximately 95%) have one or two children at the school.

2. Most respondents (74%) indicated that their children had been in the school from 1-2 years. However, 23 percent stated that their children had been in the Ryle School 4-5 years.

3. Sixty percent of the respondents live in the Ryle neighborhood. Forty percent of the respondents indicated their children are transported to the Ryle School by bus. (Since about 25 percent of Ryle students reside outside the district, the sample is slightly skewed in favor of out of district parents.

Nearly all of the respondents had visited the school and reported that they had felt welcome in the school.

- Ninety-two percent had visited the school.
- The most frequently mentioned single reason for visiting was a classroom visit.
- Eighty-nine percent of respondents felt that teachers liked to have them visit.
- Only 14 percent indicated that the school contacted the parent only when there was trouble with the child.

The reaction of children to school, as perceived by parents, was quite favorable. The following are sources for this conclusion.

- Ninety-seven percent stated that their children liked school.

-Eighty-five percent noted that their children bring home books.

-Ninety-three percent indicated that their children were generally happy at Ryle.

The reaction of parents to the overall school program, as well as to teachers, was very high.

-Ninety-three percent were glad their children attend Ryle.

-Eighty-two percent indicated that they did not wish to have their children attend a different school.

-Eighty-seven percent believed that Ryle was adequate preparation for future school work.

-Ninety-six percent think the program ought to be continued next year.

-Eighty-seven percent feel that teachers do not evidence racial prejudice.

Summary

Most parents had visited the school and reported that they felt comfortable doing so. Parental reaction indicated that children have responded very favorably to the school. Parents reported a high degree of conversation at home about school and school-related interests.

Finally, nearly all respondents take a highly favorable attitude toward all aspects of the Ryle School. Parents understand and accept the goals of the program. They are generally pleased by the progress of their children at Ryle.

Summary of Major Findings

Student Achievement

- There has been at Ryle a level of academic growth approaching expected gains.
- The Bank Street Approach has neither increased nor decreased the achievement gap between Ryle students and the rest of Stamford students.
- During the school year, Ryle students generally experience one month of academic gain for each school month.
- In certain verbal areas, and in Grades 1 and 2, gains have been less than expected.
- In mathematics and in Grades 3 and 4, recorded gains have been very encouraging.

Student attitudes toward School

- Students at Ryle have about the same level of positive attitudes toward school as other students in Connecticut.
- At the third grade, the level of positive attitudes toward school is higher than other Connecticut students.

Classroom Interaction Analysis

- Classroom talk at the Ryle School is shared about 50-50 between teachers and students.
- Teachers at the Ryle School favor indirect influence type talk, using indirect teacher talk about 65 percent of the time they are talking.
- The use of indirect teacher talk at the Ryle School tends to foster more student talk.
- The amount of extended direct teacher talk at the Ryle School is less than half the average of norm groups.

- Extended direct teacher talk at the Ryle School is significantly associated with less productive student talk.

- The teachers at the Ryle School elicit greater productive student talk than "average" schools.

- The amount of training and experience in the Bank Street Program that a teacher receives is positively and significantly related to productive student talk.

Teacher Attitude

- Teachers reported strong initial difficulties adjusting to the program.

- Strong positive feelings toward the Bank Street Approach exist among Ryle teaching staff.

- Teachers indicate that they have substantially progressed toward individualization of instruction.

- Teachers generally perceive that the input from Bank Street staff was very helpful to teachers in their instructional activities.

- Teachers believe strongly that their relationships with children are stronger and more positively directed because of the Bank Street Approach.

- Teachers believe that they could, with some Bank Street input, assume major responsibility for the program.

- Teachers believe that the levels of school-community and school-parent relationships are mutual, strong and positive.

- Teachers generally agreed that the program has been well managed and that they share meaningfully in decisionmaking.

Parental Attitudes

- Parents possess strongly positive feelings about the Bank Street Program.
- Parents were generally pleased that their children attend Ryle.
- Parents believed that the school liked for them to visit and discuss their child's educational program.
- Parents overwhelmingly perceive that their children are happy at Ryle.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The implementation of the Bank Street Approach at Ryle school has been beneficial to the education of students in the school. The Educational Resources and Development Center recommends that the Bank Street Approach be continued.

There is evidence that students are achieving a year's academic growth in a year. This is equal to, at least, historic levels of academic gains for Ryle students. In addition, the results of the classroom interaction analysis indicate positive trends for the achievement levels of Ryle students.

The attitudes of all groups referent to Ryle school are very positive. The findings from the teacher questionnaire and interview indicate that the teachers are very favorable toward all aspects of this program. The parents (both in and out of district) also express very favorable attitudes toward the program and its continuation. Finally, student self-concept and positive attitudes toward school are at least as high as a Connecticut statewide sample.

Recommendations

Consultant Input: The consultant input from Bank Street College has been valuable at all levels. In a year fraught with competition for funding, there is a temptation to reduce this input. Ryle teachers can, and ought to be expected to assume a heavier burden for their own inservice learning than presently. However, the need remains for strong consultation on a regular basis. Such consultation ought to emphasize specific curriculum items such as reading and other communication skills and the various computation skills. The consultation should be accomplished with the entire staff, including the principal and teaching assistants. Other areas (e.g. classroom management, specific child development tasks, and program philosophy) ought to be accomplished directly through the principal and staff developer, and occassionally certain key teachers. In this way the principal and staff developer will continue their progress toward the ideal of "instructional leadership" as well as building management.

Process of Planning: The implementation of a more complete planning process system for the Ryle School is important. In this way, the school can develop long and short range goals, as well as observable objectives, by which the attainment of these goals can be measured. The development of this system

should provide for consequential input from all levels of the Ryle community; students, parents, teachers, administrators and consultants. This process should be implemented in as simple a fashion as possible and ought to have a direct relationship to the instructional process. Goals should be established in the areas of academic achievement, student attitudes about school, classroom management, and parental involvement in the implementation of the project. It must be emphasized that when done correctly, this process of goal setting should not be greatly time consuming. Initially at least, the simpler the better. Also the establishment of goals and objectives ought in no way to reduce flexibility on the part of the staff, administration, or students.

Process of Evaluation: A major step in the development of the goal setting process is the collection of baseline data through evaluations such as this one. In its assessments of the classroom interaction, Bank Street has attempted to provide feedback to teachers. This concept of continuuing assessment can be extended to all levels of evaluation. For example, achievement scores are used generally to establish a "photograph" of a school norm at some skill area. Most of the tests extant provide subscale information which should be of direct and obvious importance to teachers and administrators concerned with correcting specified academic

deficits. In very few instances is this information used to give feedback to teachers on the academic strengths and weaknesses of an individual child. Ryle school ought to be sure that any testing that occurs is useful in providing feedback about curriculum.

The establishment of a systematic testing program, not for purposes of comparison with other schools and cities, but for purposes of this feedback is essential. In addition to achievement testing, continued information about classroom interaction, student attitudes and self-concept could provide strong data about the progress at Ryle school. This ought to be a regular feature of any evaluation project. In addition, Bank Street College or the Stamford Public Schools may wish to develop achievement instruments that are more directly related to the instructional methodology at Ryle School. Such instruments give a truer picture of achievement levels at Ryle.

It is also recommended that there be systematic follow-up of Ryle graduates as they progress through the intermediate grades. In addition, the summer loss phenomenon poses serious obstacles to the education of students. Continued research must be undertaken on the part of the College and the Stamford schools to better understand and alleviate this phenomenon.

Summary of Recommendations

- that the Bank Street Approach at Ryle be continued.
- that consultation emphasize specific curriculum areas, especially reading and other communication skills.
- that the Ryle school implement a management system which will develop long and short range goals.
- that this management system provide for input from all referent groups in the Ryle community; parents, teachers, administrator(s), students, and consultant.
- that information about achievement levels be collected on a more systematic basis.
- that achievement instruments which are related to the instructional methodology at Ryle be developed.
- that information about children's self-concept and attitudes toward school be systematically collected.
- that the progress of Ryle graduates be evaluated as they progress through the upper grades.
- that investigation of the cause and effects of the summer loss phenomenon be continued.
- that special attention be given to attempts to include more Spanish and Black parents in the program.

The implementation of the Bank Street Approach at Ryle demonstrates that inner city schools, given staff awareness and determination, adequate levels of funding, and parental involvement can be places of learning and pride, centers of joy. This program should be continued and developed.

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APPENDICES

APPENDIX A

SCHOOL SENTIMENT INDEX

Primary Level

1. Is your teacher interested in the things you do at home?
2. When you are trying to do your schoolwork, do the other children bother you?
3. Does your teacher give you work that is too hard?
4. Do you like to tell stories in front of your class?
5. Do other children get you into trouble at school?
6. Is school a happy place for you to be?
7. Do you often get sick at school?
8. Does your teacher give you enough time to finish your work?
9. Is your school principal friendly toward the children?
10. Do you like to read in school?
11. When you don't understand something, are you afraid to ask your teacher a question?
12. Are the other children in your class friendly toward you?
13. Are you scared to go to the office at school?
14. Do you like to paint pictures at school?
15. Do you like to stay home from school?
16. Do you like to write stories in school?
17. Do you like school better than your friends do?

18. Does your teacher help you with your work when you need help?

19. Do you like arithmetic problems at school?

20. Do you wish you were in a different class at school?

21. Do you like to learn about science?

22. Do you like to sing songs with your class?

23. Does your school have too many rules?

24. Do you always have to do what the other children want to do?

25. Do you like the other children in your class?

26. Are you always in a hurry to get to school?

27. Does your teacher like some children better than others?

28. Do other people at school really care about you?

29. Does your teacher yell at the children too much?

30. Do you like to come to school every day?

APPENDIX B

SELF APPRAISAL INVENTORY

Primary Level

1. Are you easy to like?
2. Do you often get in trouble at home?
3. Can you give a good talk in front of your class?
4. Do you wish you were younger?
5. Do you usually let other children have their way?
6. Are you an important person in your family?
7. Do you often feel bad in school?
8. Do you like being just what you are?
9. Do you have enough friends?
10. Does your family want too much of you?
11. Are you a good reader?
12. Do you wish you were a different child?
13. Are other children often mean to you?
14. Do you tell your family when you are mad at them?
15. Do you often want to give up in school?
16. Can you wait your turn easily?
17. Do your friends usually do what you say?
18. Are there times when you would like to run away from home?
19. Are you good in your school work?
20. Do you often break your promises?

APPENDIX C

UNIVERSITY OF CONNECTICUT

School of Education

EDUCATIONAL RESOURCES AND DEVELOPMENT CENTER

Ryle School Teacher Attitude Survey

Please circle the response consistent with your perceptions of the Bank Street Approach at Ryle School.

Strongly Agree	Agree	Questionable or No Opinion	Disagree	Strongly Disagree
SA	A	?	D	SDA

1.	Students at Ryle are likely to initiate conversations or discussions with adults.	SA	A	?	D	SDA
2.	Teachers at Ryle generally approve of the goals of the Bank Street Approach.	SA	A	?	D	SDA
3.	Teacher child relationships in Ryle are primarily of a positive nature.	SA	A	?	D	SDA
4.	Teacher-administrator communications at Ryle tend to be positive, two-way and on-going.	SA	A	?	D	SDA
5.	The Bank Street Approach at Ryle has assisted teachers in continuously altering the learning environment to provide for the differing developmental needs of students.	SA	A	?	D	SDA
6.	Parent-teacher communication at Ryle occurs not only to resolve specific problem situations, but also to facilitate parent understanding of the total program.	SA	A	?	D	SDA
7.	Since the Bank Street Approach has been implemented, there is more pupil-pupil interaction in Ryle.	SA	A	?	D	SDA

8.	Teacher evaluation at Ryle is an ongoing process for the improvement of instruction.	SA	A	?	D	SDA
9.	The Bank Street Approach fosters increased rapport among professional staff at Ryle.	SA	A	?	D	SDA
10.	Too much money has been spent on the Bank Street Approach at Ryle for the results it has produced.	SA	A	?	D	SDA
11.	Students have increased their ability to deal with difficult situations in a positive manner since their involvement in the Bank Street Approach.	SA	A	?	D	SDA
12.	My colleagues enjoy working at Ryle.	SA	A	?	D	SDA
13.	Since the Bank Street Approach has been implemented, the work load at Ryle has become excessive.	SA	A	?	D	SDA
14.	The ongoing assistance provided by the administration and staff developer has helped teachers to resolve specific problems as they arise.	SA	A	?	D	SDA
15.	The Bank Street Approach enables teachers at Ryle to develop an individualized program for each student.	SA	A	?	D	SDA
16.	The Bank Street Approach at Ryle should be continued on an experimental basis.	SA	A	?	D	SDA
17.	The Bank Street Approach fosters increased teamwork among teachers and other staff at Ryle.	SA	A	?	D	SDA
18.	Discipline problems have been reduced substantially as a result of the Bank Street Approach.	SA	A	?	D	SDA

19.	The Bank Street Approach has had a positive effect on racial and ethnic attitudes of professional staff at Ryle.	SA	A	?	D	SDA
20.	Parent-teacher communication is a two-way process initiated by parents as well as teachers.	SA	A	?	D	SDA
21.	The inservice training provided by the Bank Street staff has been satisfactory.	SA	A	?	D	SDA
22.	There is no community involvement in the Ryle program.	SA	A	?	D	SDA
23.	The Bank Street Approach allows teachers adequate time for individual students.	SA	A	?	D	SDA
24.	Students at Ryle have the opportunity to choose what they want to learn.	SA	A	?	D	SDA
25.	Students at Ryle like school.	SA	A	?	D	SDA
26.	The Bank Street Approach has been effectively managed.	SA	A	?	D	SDA
27.	The Bank Street Approach at Ryle has fostered in children a positive image of themselves.	SA	A	?	D	SDA
28.	There is meaningful teacher participation in program decisionmaking at Ryle.	SA	A	?	D	SDA
29.	The Bank Street Approach at Ryle has aided students in the acquisition of basic knowledge and skills.	SA	A	?	D	SDA
30.	Teaching in the Ryle school is primarily large group oriented.	SA	A	?	D	SDA
31.	Ryle teachers utilize a variety of teaching methodologies.	SA	A	?	D	SDA
32.	Ryle teachers use paraprofessionals and volunteers as an integral part of the instructional program.	SA	A	?	D	SDA

33.	Teachers in this building have become more tolerant of children of different racial and ethnic backgrounds because of the Bank Street Approach.	SA	A	?	D	SDA
34.	Students have become more responsible for their behavior because of their involvement in Bank Street Approach.	SA	A	?	D	SDA
35.	The Bank Street Approach should be available to every student in Stamford as an alternative instructional program.	SA	A	?	D	SDA
36.	Goals and objectives of the Bank Street Approach are clearly stated.	SA	A	?	D	SDA
37.	Teachers at Ryle have adequate instructional materials to accomplish the Bank Street Approach objectives.	SA	A	?	D	SDA
38.	Similar results could have been achieved without going beyond the resources of the Stamford Public Schools.	SA	A	?	D	SDA
39.	There is substantial use of community resources by the Ryle School.	SA	A	?	D	SDA
40.	The Bank Street Approach aids teachers at Ryle in stimulating student probing and problem solving.	SA	A	?	D	SDA
41.	Ryle students have substantially achieved the academic program objectives of the Bank Street Approach.	SA	A	?	D	SDA
42.	Teachers creativity and experimentation are encouraged in the Bank Street Approach at Ryle.	SA	A	?	D	SDA

43.	The inservice training provided by the Bank Street staff was helpful in implementing the Bank Street Approach at Ryle.	SA	A	?	D	SDA
44.	Assistance from the Bank Street staff should be continued at its present level.	SA	A	?	D	SDA
45.	The Bank Street Approach at Ryle has promoted development of student competencies in the synthesis and analysis of facts.	SA	A	?	D	SDA
46.	Students at Ryle have become more tolerant of children of different racial and ethnic background because of the Bank Street Approach.	SA	A	?	D	SDA
47.	The Bank Street Approach should not be continued next year.	SA	A	?	D	SDA

APPENDIX D

PARENT QUESTIONNAIRE

DIRECTIONS: Please answer every question. Select the answer which best applies to your feelings.

How many children do you have attending the Ryle School this year?

[ ] 1 child
[ ] 2 children
[ ] 3 children
[ ] 4 children
[ ] more than 4 children

For your child who has been at Ryle School the longest, how many years has he/she attended the school? (Count the present year as one full year.)

[ ] 1 year
[ ] 2 years
[ ] 3 years
[ ] 4 years
[ ] 5 years

Do you live in the Ryle School neighborhood or is your child (children) transported to Ryle by bus?

[ ] Live in Ryle neighborhood
[ ] Transported to Ryle by bus

PLEASE RESPOND TO THE FOLLOWING QUESTIONS IN TERMS OF YOUR CHILD WHO HAS BEEN AT RYLE SCHOOL THE LONGEST AMOUNT OF TIME.

1. a) Within the last three years have you ever visited the Ryle School?

[ ] Yes [ ] No

b) If yes, approximately how many times in your estimation have you visited the school?

[ ] 1 time
[ ] 2-5 times
[ ] 6-10 times
[ ] 10-20 times
[ ] more than 20 times

c) If yes, for what reason(s) did you visit the school? (Please check as many as apply.)

[ ] Parent-teacher conference
[ ] Conference with someone other than Teacher
[ ] Discipline problem
[ ] Open House
[ ] Social Event
[ ] Fund Raising Event
[ ] Classroom Visit
[ ] Work in Classroom
[ ] PTA Meeting
[ ] Other (please specify)

d) If yes, which one reason was the most frequent reason for your visit(s)?

[ ] Parent-teacher conference
[ ] Conference with someone other than Teacher
[ ] Discipline problem
[ ] Open House
[ ] Social Event
[ ] Fund Raising Event
[ ] Classroom Visit
[ ] Work in Classroom
[ ] PTA Meeting
[ ] Other (please specify)

2. Does the school get in touch with you only when your child is in trouble?

[ ] Yes [ ] No

3. Do you feel the teacher likes you to visit the classroom?

[ ] Yes [ ] No [ ] Don't know

4. Can you tell us something about your child's reactions to school?

a) Does he talk about school? _____Yes ____No

b) Does he want to go to school? _____Yes ____No

c) Is he interested in school? _____Yes ____No

d) Does he take responsibility for things at home? _____Yes ____No

e) Does he bring books home to read? _____Yes ____No

f) Does he bring other things home (e.g. paintings)? _____Yes ____No

g) Does he write at home? _____Yes ____No

h) Does he show an interest in math at home? _____Yes ____No

i) Does he talk about his school friends at home? _____Yes ____No

j) Does he talk about his teacher at home? _____Yes ____No

5. Are you glad your child is in Ryle School?

[ ] Yes [ ] No [ ] Doesn't matter

6. Would you prefer that your child attend a different school next year?

[ ] Yes [ ] No [ ] Doesn't matter

7. Do you feel the teacher gives enough individual time to your child?

[ ] Yes [ ] No [ ] Don't know

8. Do you think the teachers at Ryle treat all children equally?

[ ] Yes [ ] No [ ] Don't know

9. Is your child generally happy about his/her friends at Ryle?

[ ] Yes [ ] No [ ] Don't know

10. How would you rate your child's relationship with the teacher?

[ ] Excellent [ ] Fair
[ ] Good [ ] Poor

11. How would you rate your child's acceptance of responsibility?

[ ] High [ ] Medium [ ] Low

12. To what extent do you feel your views are taken into consideration with regard to the Ryle Program?

[ ] my views are taken into consideration
[ ] my views are not taken into consideration
[ ] Don't know

13. How helpful has your teacher been in keeping you informed about your child's progress in school?

[ ] Not at all helpful
[ ] Somewhat helpful
[ ] Very helpful

14. a) Have the goals of the Ryle Program been made known to you?

[ ] Yes [ ] No

b) If yes, do you feel the goals are stated clearly?

[ ] Yes [ ] No

15. How would you rate the school building and its facilities?

[ ] Excellent [ ] Fair
[ ] Good [ ] Poor

16. Are you generally pleased with your child's progress in the following areas:

Art	[ ] Yes	[ ] No	[ ] Don't know
Music	[ ] Yes	[ ] No	[ ] Don't know
Reading	[ ] Yes	[ ] No	[ ] Don't know
Math	[ ] Yes	[ ] No	[ ] Don't know
Science	[ ] Yes	[ ] NO	[ ] Don't know
Social Studies	[ ] Yes	[ ] No	[ ] Don't know

17. Are you satisfied with the way the school reports your child's progress to you?

[ ] Yes [ ] No

18. Do you feel the Ryle School adequately prepares your child for future school work?

[ ] Yes [ ] No

19. Do you feel your child's teachers show any racial prejudice?

[ ] Yes [ ] No

20. Do you think the program now being offered at Ryle should be continued next year?

[ ] Yes [ ] No

21. Are there any changes you feel should be made in the program?

_____

_____

_____

22. Is there anything you would like to add about the program either good or bad?

_____

_____

_____